National Standards for Interpretation

These competencies represent the NPS national standards for interpretation in ten benchmark areas of interpretive work. They stand as a goal to foster interpretive excellence nationwide in NPS areas, at every stage of an employee's career. The national standard **rubric** for each competency is used by peer review certifiers in measuring whether a specific product demonstrates the elements of success in that area, at a point in time. Use the rubric as a guide for self-assessment and to determine whether you need to work on skills or complete other preparation before attempting to meet the certification standards.

Assessment Rubric for the Following Competencies:

Module 103 (core rubruc)--The interpretive presentation is...

1) successful as a catalyst in creating opportunities for the audience to form their own intellectual and emotional connections with meanings/significance inherent in the resource;
AND
2) appropriate for the audience, and provides a clear focus for their connection with the resource(s) by demonstrating the cohesive development of a relevant idea or ideas, rather than relying primarily on a recital of a chronological narrative or a series of related facts.

Module 102--The series of log entries demonstrates an understanding of the orientation-information-interpretation continuum when it describes...

1) when, why and how to provide basic and/or in-depth information;
AND,
2) when, why, and how to provide opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance inherent in the resource.

Module 210--The conducted activity is:

1) successful as a catalyst in creating a sequence of opportunities for members of the group to form their own intellectual and emotional connections with meanings/significance inherent in the resource;
AND
2) it provides a series of experiences that supports the cohesive development of a relevant concept related to those resources.

Module 220--The interpretive demonstration/illustrated program is:

1) successful as a catalyst in creating opportunities for the audience to form their own intellectual and emotional connections with meanings/significance inherent in the resource;
AND
2) appropriate for the audience, and provides a clear focus for their connection with the resource(s) by demonstrating the cohesive development of a relevant idea or ideas through integration of media, activity or demonstration with interpretive narration, rather than relying primarily on a technical or factual description of what is being viewed or demonstrated.

Module 230--The submitted written interpretive product is:

1) successful in creating opportunities for the readers to form their own intellectual and emotional connections with meanings/significance inherent in the resource;
AND
2) appropriate for the audience, and provides a clear focus for their connection with the resources(s) by demonstrating the cohesive development of a relevant idea or ideas, rather than relying primarily on chronological narrative or a series of related facts.

Module 270--The ranger-led portion of this curriculum-based program demonstrates the certification standards when it:

1) Connects the group's educational objectives with the meanings and significance inherent in the resource,
AND
2) Provides opportunities for the audience to form their own intellectual and emotional connections to the meanings/significance inherent in the resource through the cohesive development of a relevant idea or ideas.

Module 310--The interpretive planning project described in the submission meets certification standards if it:

1) illustrates the importance of teamwork in park planning through specific references;
AND,
2) demonstrates interpretive planning principles and processes by illustrating a direct relationship between stated interpretive planning goals and the specific interpretive product.

Module 311--The submitted project meets certification standards if:

The text, graphics, objects, design, and other elements of the product work together to create an opportunity for the audience to form intellectual and emotional connections with meanings/significance inherent in the resource.

Module 330--The submission product demonstrates the certification requirements if it communicates that, through application of specific training and coaching methods, the submitter:

Has provided opportunities that enable other interpreters to help visitors make intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted.

Module 340--The product meets the certification standards when the submission indicates:

Resource meanings have been thoroughly researched and referenced and the audiences' interests have been adequately identified, considered, and referenced;
AND,
Resource meanings presented meet the researched interests of the audiences and supports opportunities for those audiences to make their own intellectual and emotional connections to the meanings and significance inherent in the resource.

Rubric - Used in performance-based assessments. It is a score-scale and a description of what successful performance "looks like" based on established professional criteria. The term is rooted in the professional education community.

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